



School Report Cards

2018 - 2019

New A-F Accountability System

ELEMENTARY AND MIDDLE SCHOOL INDICATORS

90 POSSIBLE POINTS

| | | |
|---|-----------------------------|-----------|
|  | ACADEMIC ACHIEVEMENT | 35 |
| | ENGLISH LANGUAGE ARTS | 15 |
| | MATHEMATICS | 15 |
| | SCIENCE | 5 |
|  | ACADEMIC GROWTH | 30 |
| | ENGLISH LANGUAGE ARTS | 15 |
| | MATHEMATICS | 15 |
|  | ELPA PROGRESS | 15 |
|  | CHRONIC ABSENTEEISM | 10 |

HIGH SCHOOL INDICATORS

90 POSSIBLE POINTS

| | | |
|---|------------------------------------|-----------|
|  | ACADEMIC ACHIEVEMENT | 45 |
| | ENGLISH LANGUAGE ARTS | 15 |
| | MATHEMATICS | 15 |
| | SCIENCE | 15 |
|  | GRADUATION RATE | 10 |
|  | ELPA PROGRESS | 15 |
|  | POSTSECONDARY OPPORTUNITIES | 10 |
|  | CHRONIC ABSENTEEISM | 10 |

New Lens

- Transition from a **status** to a **growth** mindset
- Intent is to show that **all** students can grow, **all** schools can improve. **This year is a baseline.**
- Also includes a renewed focus on college and career-readiness - students graduating from high school are prepared to enter and succeed in post-secondary opportunities

2 *Academic Indicators*

- **Academic Achievement**

- Demonstrates how students are performing on annual assessments in ELA, math & science
- Comprised of two metrics
 - Priority Student Group scores
 - Percent of Students scoring proficient

- **Academic Growth (elem & ms only)**

- Measures how individual students are progressing on ELA and math assessments compared to their performance in the prior school year.

Academic Achievement Indicator

- Shows School Level Improvement
- Can earn points under two categories
 - Priority Student Groups
 - Student group is determined by demographic most closely correlated to that which the student belongs (next slide)
 - Students are assigned a target score for achievable goals determined by student group.
 - Majority of points under the achievement indicator are earned here (14 of 15 possible for ELA & Math) (Elem & MS).
 - Proficiency of all students
 - 1 point for any student earning scale score of 300, which is considered Proficient (Federal Requirement)

Priority Student Groups

- Student's priority group is determined by his or her demographic most closely correlated with academic achievement.
 - Students with disabilities
 - Economically disadvantaged students
 - English Language Learners
 - Race/Ethnicity
- Each priority group has been assigned a different baseline score as their goal. (next slide)
- The baseline score for each group was set at the median scale score on the 2017 OSTP assessments
- Scale Scores increase towards proficiency (300) each year.
- Points earned
 - Student meets target, but not proficient (300) → 0.95 points
 - Student meets target and is proficient (300) → 1.0 points
 - Student meets target and is advanced → 1.25 points

Priority Student Groups - Baseline Scores

ENGLISH LANGUAGE ARTS

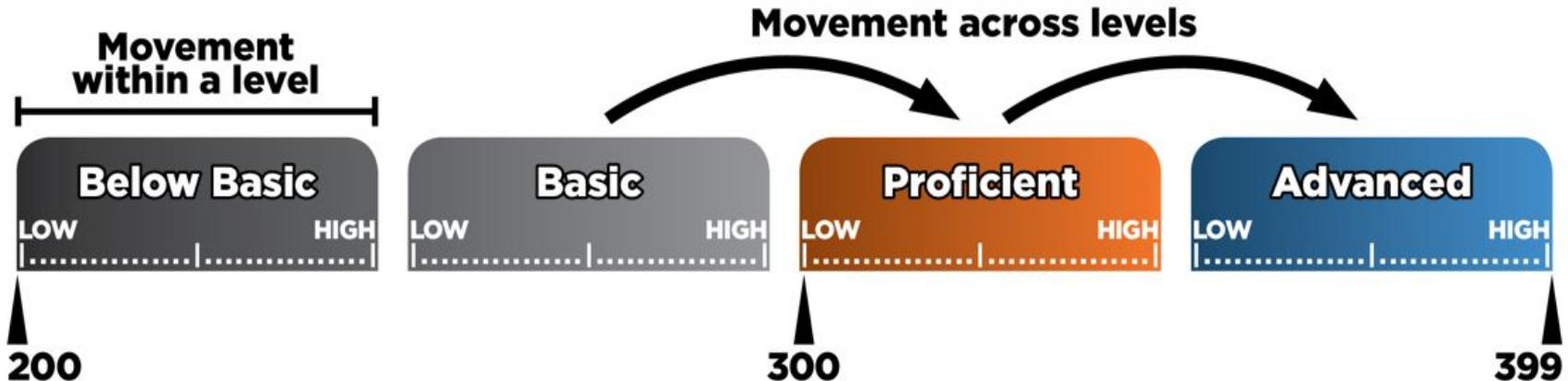
| | GRADE 3 | GRADE 4 | GRADE 5 | GRADE 6 | GRADE 7 | GRADE 8 | HIGH SCHOOL |
|----------------------------|---------|---------|---------|---------|---------|---------|-------------|
| Students with Disabilities | 269 | 266 | 267 | 266 | 262 | 261 | 261 |
| Economically Disadvantaged | 294 | 292 | 295 | 295 | 290 | 291 | 283 |
| English Learners | 291 | 288 | 290 | 293 | 287 | 284 | 264 |
| Black | 296 | 295 | 295 | 298 | 296 | 296 | 283 |
| Hispanic | 300 | 300 | 300 | 300 | 300 | 300 | 293 |
| Native American | 300 | 300 | 300 | 300 | 300 | 300 | 297 |
| Asian/Pacific Islander | 300 | 300 | 300 | 300 | 300 | 300 | 300 |
| Two or More Races | 300 | 300 | 300 | 300 | 300 | 300 | 300 |
| White | 300 | 300 | 300 | 300 | 300 | 300 | 300 |

MATHEMATICS

| | GRADE 3 | GRADE 4 | GRADE 5 | GRADE 6 | GRADE 7 | GRADE 8 | HIGH SCHOOL |
|----------------------------|---------|---------|---------|---------|---------|---------|-------------|
| Students with Disabilities | 283 | 278 | 271 | 264 | 265 | 253 | 258 |
| Economically Disadvantaged | 298 | 294 | 291 | 290 | 290 | 279 | 267 |
| English Learners | 298 | 294 | 289 | 290 | 292 | 277 | 258 |
| Black | 297 | 292 | 291 | 288 | 292 | 284 | 267 |
| Hispanic | 300 | 300 | 300 | 300 | 300 | 290 | 280 |
| Native American | 300 | 300 | 300 | 300 | 300 | 291 | 280 |
| Asian/Pacific Islander | 300 | 300 | 300 | 300 | 300 | 300 | 300 |
| Two or More Races | 300 | 300 | 300 | 300 | 300 | 296 | 270 |
| White | 300 | 300 | 300 | 300 | 300 | 297 | 293 |

Academic Growth Indicator (Elem & MS)

- Examines individual student growth between consecutive years
- Divides performance into high/low bands to identify growth (ex Proficient-low, Proficient-High) within a performance level
- Earn points within and across performance levels (Advanced, Proficient, Basic, Below Basic) to show improvement, not just proficiency



ELPA Progress Indicator

- Reflects how English Learners (EL's) are progressing toward exiting their language acquisition program.
- Must have 10 EL's per building for this indicator to count.
- We don't have that many, so this indicator is not included in our Report Card.

Chronic Absenteeism Indicator

- Defined as a student who misses 10% or more instructional day for any reason (excused or unexcused).
- Points are earned based on the percentage of students in good attendance (not chronically absent)
- First, it was figured as a straight percentage (ex 84 of 100 students not chronically absent = 84% or 8.4 points)
- Changed calculation within the last three months to set 72.74% as the baseline. Ex/ Any middle school with more than 27.26% of students chronically absent earned zero points

Chronic Absenteeism Rubric

- Formula to determine the exact number of points, but this rubric gives a basic idea.

| Chronic Absenteeism Rubric | |
|----------------------------|--------|
| A | ≥95% |
| B | 90-94% |
| C | 85-89% |
| D | 80-84% |
| F | <80% |

Graduation Indicator (HS Only)

- Made up of two components
 - **Four Year Adjusted Graduation Rate**
 - Tracks student cohort groups for 4 years, beginning their 9th grade year.
 - Tracks student even if they move from one school district to another.
 - Student is considered to have not graduated for every occurrence except transferring to another accredited school, emigrating, or passing away.
 - **School Improvement Score**
 - Provides credit for students graduating in 5 or 6 years.
 - Schools do not get credit for students who finish their Senior year, but don't graduate. They do get partial credit the next year, however, if the school recovers them and helps them graduate in year 5 or 6.

Post-Secondary Opportunities Indicator (HS Only)

- Represents percentage of students successfully participating in at least one approved opportunity aligned with college and career-readiness
- AP Courses, Concurrent Enrollment, Internships & Career Tech Programs that lead to Industry Certification
- Student earns one indicator for participating in at least one of the approved opportunities
- Percentage was figured on a scaled score between 6% (0 points) and 76% (100 points)

Cleveland Total Points Possible

| Elementary and Middle Schools | Points (90 total) |
|---|-------------------|
| Academic Achievement | (35 total) |
| English Language Arts (ELA) | 15 |
| Mathematics | 15 |
| Science | 5 |
| Academic Growth | (30 total) |
| ELA | 15 |
| Math | 15 |
| English Language Proficiency Assessments (ELPA) Progress | 15 |
| Chronic Absenteeism | 10 |

| High Schools | Points (90 total) |
|---|-------------------|
| Academic Achievement | (45 total) |
| English Language Arts (ELA) | 15 |
| Mathematics | 15 |
| Science | 15 |
| Graduation | 10 |
| English Language Proficiency Assessments (ELPA) Progress | 15 |
| Chronic Absenteeism | 10 |
| Postsecondary Opportunities | 10 |

• No ELPA score 15 points

No Science Score 15 points

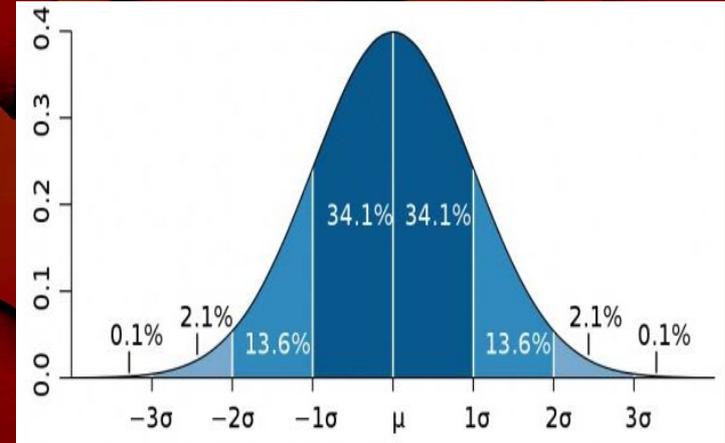
No ELPA Score 15 points

Cleveland Total Points 75 Points

60 Points

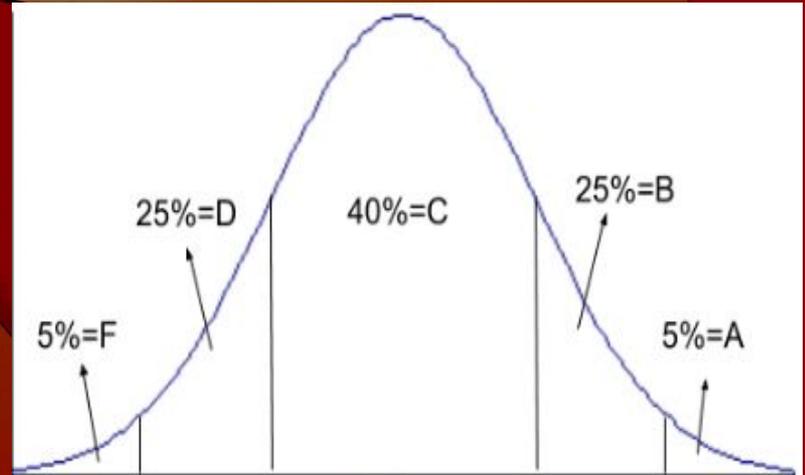
Bell Curve Facts

- Oklahoma's A-F School Report Card is calculated on a bell curve.
- Goal of a Bell Curve is that the scores are distributed through a normal or equal distribution
- Each line represents a standard deviation from the mean or average.
- This grading system is based on the premise that within a group of scores, the largest percentage of scores should be C's, and that the number of B's = D's and A's = F's



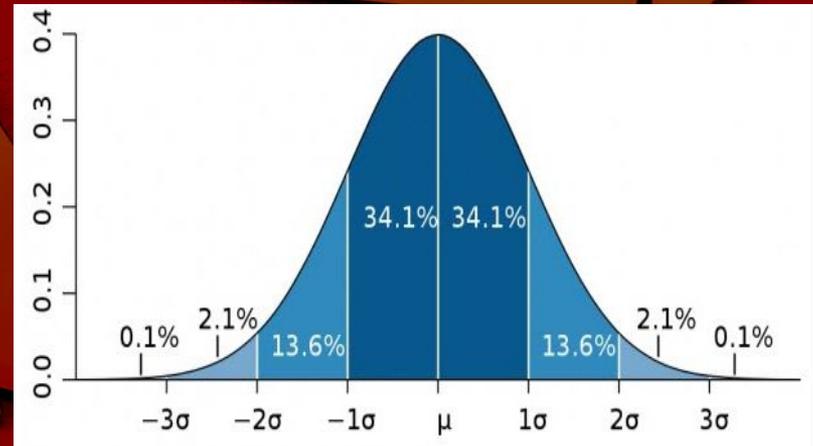
Bell Curve - A-F Report Card

- No matter how much improvement a school shows, with this model, there will always be a standardized percentage of A, B, C, D & F schools
- Scores are distributed as follows:
 - 5% A
 - 25% B
 - 40% C
 - 25% D
 - 5% F
- 40% of Oklahoma schools will receive a C, irregardless of the entire state improving.
- In subsequent years, as one school improves, another must drop to keep the scale normalized.
- Important to remember, C = average with other schools in the state. This isn't the same as a C on your child's report card, which could be the highest grade in the class or the lowest.



Bell Curve - A-F Report Card

- Although the SDE touts the change of transitioning from a **status** to a **growth** mindset, with this model, it is impossible for all the schools in the state to make an A, or to all make grades better than a C, etc.
- If the schools in the state truly do work on growing and improving, it will be disappointing for some that they may not have the ability to improve their score.
- While this may be a good method for some statistics, such as normalizing IQ scores, most educators would never use this method for measuring students. Seems odd that we would use this method for measuring schools.



Primary School's Score

CLEVELAND PRIMARY ES

59-1006-105

YEAR 2018 ▾

[Download Calculation Workbook](#)

| Indicator | Letter Grade | Points Possible | Points Earned |
|---------------------|--------------|-----------------|---------------|
| Chronic Absenteeism | C | 10 | 5.33 |
| Overall | NA | | |

Intermediate School's Score

CLEVELAND INTERMEDIATE ES

59-1006-115

YEAR 2018 ▾

[Download Calculation Workbook](#)

| Indicator | Letter Grade | Points Possible | Points Earned |
|----------------------|--------------|-----------------|---------------|
| Academic Achievement | C | 35 | 14.07 |
| Academic Growth | C | 30 | 11.26 |
| Chronic Absenteeism | D | 10 | 3.32 |
| Overall | D | 75 | 28.65 |

Middle School's Score

CLEVELAND MS

59-1006-505

YEAR 2018 ▾

[Download Calculation Workbook](#)

| Indicator | Letter Grade | Points Possible | Points Earned |
|----------------------|--------------|-----------------|---------------|
| Academic Achievement | C | 35 | 15.85 |
| Academic Growth | C | 30 | 13.81 |
| Chronic Absenteeism | B | 10 | 7.83 |
| Overall | C | 75 | 37.49 |

High School's Scores

CLEVELAND HS

59-1006-705

YEAR 2018 ▾

[Download Calculation Workbook](#)

| Indicator | Letter Grade | Points Possible | Points Earned |
|-----------------------------|--------------|-----------------|---------------|
| Academic Achievement | C | 30 | 14.10 |
| Chronic Absenteeism | F | 10 | 3.92 |
| Graduation | C | 10 | 6.61 |
| Postsecondary Opportunities | C | 10 | 4.76 |
| Overall | D | 60 | 29.39 |

History of Accountability

- NCLB brought about our first school accountability model in 2001 - 2002. API (Academic Performance Index) Goal was to show improvement each year, eventually reaching 1500
- We added to this in 2008 when EOI's (high stakes testing was introduced)
- In 2011-2012, State Supt. Baressi introduced our first A-F Report card. It continued to measure EOI tests, as well as other indicators
- After Supt. Hofmeister took office (2015), legislation started changing
 - EOI's were discarded after 2016-2017 school year
 - We went through a transition in our state testing program. State testing changed 3 times in 3 years.
 - No report card for FY 2016 - FY 2017
- New revamped Report Card for FY 2018. Came out last week.

History of Accountability

- The point of this history lesson is that through all of these changes, Cleveland Public Schools have been successful.
- When the goal was to improve our API score, we showed improvement virtually every year.
- As EOI tests were introduced, our HS continued to graduate over 98% of our Seniors each year. Our students had great success on the EOI tests.
- Although the first School Report Card in FY2012 had many flaws, our schools and district most always performed well on it. We routinely made B's with occasional A's or C's.
- Through these various methods of accountability, we have never spent much time bragging about our performance, because whether we scored an A or C, the Report Card only showed a small sample of what we do.
- We deem it as important, but it by no means defines us.

Why we deem it important...

- We deem it important, because Chronic Absenteeism is important. We need our students at school. And we ask for you, the communities' help in getting your student to school regularly and teaching them accountability, responsibility, and professionalism.
- Obviously, our students showing Academic Growth and being successful on their OSTP tests are important
 - Always striving for improvement. Want our students to show growth every year.
 - OSTP is aligned with OAS standards, which were developed by Oklahoma educators as the basic skills needed to be successful
- Our seniors Graduation Rate and the Post-Secondary Opportunities that they have the chance to experience are very important.
- **Mostly we deem it important because we want to be the best at whatever it is we are doing because we believe we have the best kids, best staff, and the best overall district.**

Moving Forward...

- Yes, we scored average or better, with a score of **C**, in **every** indicator in **every** school except for Chronic Absenteeism.
- However, we are not happy being similar to 40% of schools. We want to be with the elite 5% of schools. This is possible for CPS!!
- To accomplish this must take what we have learned and apply it to what we already know and do.
 - We use many various methods to measure ourselves and hold ourselves accountable, in addition to the A-F Report Card.
 - Strategic Plan, Balanced Scorecard, Excellent Schools Framework, **Building Level Goals**, Benchmark Scores, BAC meetings, Evaluations, among other things

Chronic Absenteeism

- Each building has measures in place to work to improve student attendance
 - TIGER attendance in primary, Building goal of intermediate, Policy changes in HS and MS
- Additionally, we believe that we can improve Chronic Absenteeism simply by changing how we record our absences.
 - Mark medical absences as AM (Absence-Medical), instead of absent with a note to the side. Middle School did this and they easily scored the highest in this area.
 - Enter extra-curricular (EE) and co-curricular (AA) at the building level, rather than having each teacher enter during their hour
 - Express the importance of attendance to our parents. Not only for this reason, but because we feel it is imperative they be here to gain the greatest benefit of what we have to offer.

Academic Performance

- All building goals will help us show improvement on the report card. **Building level goals take time. We will see improvement, but not overnight. That's why this year's report card is a baseline.**
- The majority of building level goals have direct correlation with student growth and performance.
 - Primary and Intermediate Schools use STAR testing to make sure students are on grade level
 - Middle School uses MAPS, as well as teacher created benchmarks to measure student growth and skill level
 - High School is using ACT Aspire as well as teacher created benchmarks to help improve ACT scores and meet OAS standards.
- Beginning with math, we are doing a full program evaluation led by our District Math Coordinator, Mrs. Rhoads.
 - Foresee this happening in each of our programs, just starting in math
- Can now correlate our benchmarks to the cohort priority baseline scores

Post-Secondary Opportunities

- CPS has always done a good job at graduating students who have given our school an actual chance. We are more focused on what they will do once they graduate.
- The High School also actively works to recover dropout students or students who did not graduate in four years.
- The High School has expanded its role in helping students gain more Post-Secondary Opportunities by
 - adding an Internship Course so that students can get real-world experience in various professions.
 - expanding concurrent and AP offerings through our CPAC Program
- Do a better job of evaluating our data during the data evaluation window. For instance, our internship students were not counted in the Post-Secondary Opportunities portion of the Report Card. We had trouble and talked to the SDE numerous times during the reporting stage. They assured us it was fixed. Unfortunately, we didn't verify that during the data verification window

Final Thoughts

- We aren't where we want to be. We have improvement to make, and we will work hard to make them.
- But our main emphasis, is that we will continue to prioritize what we see as necessities - our building level goals. We have the correct solutions in place, just need to continue to refine what we are doing.
- As we continue down this path, we should see improvement over the next 2-4 years.
- As we see improvement, we will continue to stay the course, consistently looking to do what's best for our students.
- We will use this year's report card as a baseline, and grow from there.